



Community Primary School

The Grange Community Primary School

Foundation Stage Handbook 2020



Where Children Come First

Avocet Way, Banbury, OX16 9YA

office.2058@grange.oxon.sch.uk

www.grange.oxon.sch.uk



*I am delighted to welcome you to **The Grange**.*

We are a large community primary school for 4 to 11 year olds on the Cherwell Heights/ Bodicote Chase development in Banbury, Oxfordshire.

We currently have 11 classes and 322 children on roll. Our well-resourced school benefits from modern and refurbished buildings, a beautiful outdoor environment which includes a 'Let's Go Wild' area; an outdoor classroom; a large field and an impressive technology provision.

The Grange is a very special place where we make sure 'Children Come First' and relationships are strong, supportive and selfless. We are committed to being involved in our local community and enjoy discovering and exploring what is around us.

Every member of our school community follows The Grange Way and we are proud of our warm and welcoming atmosphere. Every day, we make sure that we smile and say 'Hello'; listen to learn; care for everyone and everything; keep healthy and have a positive attitude and work hard and challenge ourselves.

The Grange has a strong commitment to meeting the needs of every one of our children. Every day we make sure that we personalise learning so that all children are able to succeed and reach their fullest potential, regardless of background, ability or need. Not only that, we work hard to ensure that all of our children are happy, healthy and experience a relevant and modern curriculum – fit for modern Britain and are emotionally and physically safe at all times.

We offer a broad, balanced and inspiring curriculum that is delivered by good and outstanding dedicated teachers. Our curriculum ensures a solid foundation of skills in mathematics, reading, spelling and grammar and writing. These skills are accessed through rich, dynamic and inspiring learning opportunities.

Our governors, senior leaders, teachers and support staff are fully committed to ensuring the highest quality learning environment and experiences for all of our children. Expectations at The Grange are high for all and nothing short of 'our best' will do because 'Our Children Come First'.

Ms Bev Boswell
Headteacher

The Foundation Stage Team

2020 - 2021



Mrs Haselgrove
Foundation
Leader



Mrs Gisevicius
Foundation
Teacher



Mrs Rowe
Higher Level
Teaching Assistant



Mrs I
Teaching Assistant



Mrs Wojcik
Teaching Assistant

For a full list of Grange staff, please click the link: [The Grange Staff](#)

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring inclusive learning environment, where everyone is valued and respected to prepare our children to become valuable members of the wider global community.

"Our vision is to create a school community where every child participates, excels and takes pride in their achievements..."

Mission Statement

The Grange Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

'The Grange Way'

The Grange Way' is a set of only five 'child friendly' statements which are posted in classrooms, appear in the children's books and regularly feature in PSE lessons and in assemblies.

I smile and say hello

I listen to learn

I care for everyone and everything

I keep healthy and have a positive attitude

I work hard and challenge myself

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School Aims

Below is a list of the aims that The Grange has prioritised for achieving our vision:



	School Aims:
1. Pupils' Progress - Achievement and Standards	We want to create a school: Which has high standards of achievement In which all lessons taught are good or better Where a clear emphasis is placed on Reading, Writing and Maths Which prepares children for the next stage of their education Which challenges our children to achieve their full potential
2. Pupils' Personal Qualities - Personal Development and Wellbeing	We want to create a school in which children: Are happy and safe Achieve behaviour and standards we are proud of by following the 'The Grange Way' Are independent in their learning Begin the journey of lifelong learners Promote respect for themselves, others and the environment Develop enquiring minds and a spirit of curiosity
3. Resource Management - Quality of Provision	We aim to create a school: Which makes the most of the local environment in children's learning Where staff are committed to their own learning journey and the sharing of quality practice Which achieves value for money Which becomes a hub school for outstanding teachers Which provides training/career progression for other professionals
4. Leadership & Management	We aim to create a school: Which has outstanding Leadership & Management Which creates leaders at all levels Which communicates effectively with stakeholders
5. What Makes The Grange Special - The 'O' Factor	We aim to create a school which will: Place the emphasis on having fun Place a strong emphasis on music, sport, art and drama Encourage children, staff, parents and local community to work together as a team Embrace technology Promote outdoor learning

Coming to and from School

The school day starts at **8.50am**. Children must be at their classroom door by **8.40am** ready to start the day on time. Children who are consistently 5 minutes late every day miss a lot of learning time, so please ensure that your children arrive at school on time and with a healthy breakfast inside them to help them make the best of the day. If you arrive late at the start of the day, please go to the School Office with your child.

- Please try to bring and pick up your children/child on time.
- If you are late picking up your child at the end of the day, they will be taken to the School Office for you to collect them.
- Children from Foundation Class should always be accompanied to and from school by an adult.

In the interests of 'Keeping Children Safe' please notify class teachers or the school office as soon as possible if there is any change to your normal collection routine, e.g. a different adult is collecting at the end of the day. Please note that **WE WILL NOT RELEASE ANY CHILD TO AN ADULT WE HAVE NOT BEEN NOTIFIED ABOUT.**

Children are supervised by one of our staff from 8.40am. No pupils should be arriving prior to this time unless supervised by an appropriate adult. Children need to be collected promptly at 3.15 pm as our staff are not able to supervise the children after school. If there is an emergency and you know you will be late collecting your child please contact the school office.

Bicycles should not be ridden on the playground and children should only bring their bikes to school when they are attending the cycling proficiency course or by arrangement through the school's cycle permit system.

Dogs even those on leads are **not** permitted on the school grounds.

There is very limited car parking space in front of the school, which can lead to problems at the beginning and end of each day. Parental help is greatly appreciated and the following points will assist us all, and help ensure the safety for everyone.

Please:

- do not park along the road leading to the school
- do not park in front of the school gates
- do not park in front of residents' driveways

In the case of an emergency we may need access for emergency service vehicles through the gates

As a Healthy School we promote the practice of walking and cycling to and from school, or parking and striding, as much as possible. Parking at the Co-op or the Public House are permitted. We appreciate your co-operation in all these matters.

Absence

If your child is unwell or attending medical appointments, please ring the School Office on **01295 257861** and select option **1** or email the school at office.2058@grange.oxon.sch.uk by 9am.

Attendance

Good attendance at school is the single most important factor to ensure that young people have the maximum life chances – attendance is strongly linked to educational achievement. Promoting positive school attendance is everyone's responsibility.

It is expected that your child achieves at least 95% attendance in the academic year. Please make sure your child comes to school **every** day. Regular attendance is essential for your child to benefit fully. If for any reason your child is unable to attend please let us know.

If your child is not able to come in to school due to illness or a crisis at home you need to let us know by 9am. It is vital to your child's development that they attend school regularly, from the Foundation Class onwards. This allows the teachers to build on your child's skills and knowledge in a coherent and systematic way. Parents and Carers are legally responsible for ensuring that their children attend school regularly and arrive on time.

Children who are consistently late arriving or who do not attend regularly will be referred to the Attendance and Engagement Service as required by law. Please let us know if you have any difficulties getting your child to school or if, for some reason, your child will not be in school for a period of time.

The law does not grant parents an automatic right to take their child out of school during term time. If the request is for an absence in term time you must have Parental Responsibility and be the parent with whom the child normally lives.

Permission must be sought in advance and must be for exceptional circumstances. If you do not have Parental Responsibility and/or normally live with the child, you must seek the consent of the parent who does, and that person should complete the absence request form. The Grange will only consider requests from that parent and absence will only be authorised in exceptional circumstances. Please complete the Absence request form on our website [here](#):

Our Attendance policy is available on our school website [here](#).

We have a target of 97% overall attendance throughout the school and are very proud of our long-standing high levels of attendance. Where attendance falls below 90%, children are deemed 'Persistent Absentees' and families are contacted by school to notify them about this and an offer of support to improve attendance is made. Attendance flowchart.

Medical Appointments & Medication

If you need to take your child to the Doctor, Dentist, Hospital etc. in school time please collect your child from school (or advise us if your child has an early morning appointment and is going to be late).

Prescribed medicines can be administered at school with written consent using the permission to administer medicine form [linked here](#). Paracetamol based medicine e.g Calpol can also be given but only with prior written consent.

Please hand in all medicines to a member of staff, never leave them in your child's bag. Some conditions, however, (e.g. asthma, hay fever, Epi pens) rely on regular medications being stored in school. All medication should be clearly marked with the child's name and instructions for use. Please notify us of any changes to your child's health, long or short term.

We cannot give medicines containing aspirin unless they have been prescribed by a doctor. We do not give cough medicines. If your child requires Piriton for hayfever or allergies, please administer this before they come to school. We will apply suncream to your child should the need arise (with prior consent from yourself) or where possible we ask that you apply the 'whole day' variety at home before they come to school. We will apply plasters but only if you have given permission. Please check that we have remembered to put the medicine back in your child's bag at the end of each day.

School Term and Holiday Dates

Please see the school website for Diary & Term dates [here](#)

Oxfordshire 2020/21 Academic Calendar

 Pupil Days	 Bank holidays
 School holidays	 The Grange School INSET days

Sep-20						
Mon		7	14	21	28	
Tue		8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24		
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

October						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

November						
Mon		2	9	16	23	30
Tue		3	10	17	24	
Wed		4	11	18	25	
Thu		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

December						
Mon		7	14	21	28	
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24	31	
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

Jan-21						
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

February						
Mon	1	8	15	22		
Tue	2	9	16	23		
Wed	3	10	17	24		
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

March						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

April						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24		
Sun	4	11	18	25		

May						
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

June						
Mon		7	14	21	28	
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24		
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

July						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

August						
Mon		2	9	16	23	30
Tue		3	10	17	24	31
Wed		4	11	18	25	
Thu		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

Students: 190 days
Teachers: 195 days

Pupil days shown include four INSET days
Teacher working days include five INSET days

Autumn Term: 73 days
Spring Term: 58 days
Summer Term: 63 days



Hot School Meals

Our school meal provider is 'The School Lunch Company' They provide quality school meals using all fresh produce at a cost of £2.20 per day. Meals are booked online through the Parent Pay website. You will be provided with a unique log in to place an order for the upcoming weeks. Bookings can be made / amended anytime until the Wednesday night of the week prior to the one the bookings are for. Foundation children are entitled to Universal Free School Meals : school dinners are free for all children up to the end of Year 2 or when they reach 7 years old.

If you receive Income Support Benefit or Job Seeker's Allowance your child may be entitled to free schools meals please complete the Free School Meals form by clicking this [link](#).

Packed Lunches

If you provide your child with a packed lunch, please ensure that it is clearly labelled, follows our healthy ethos and is also **nut free**. We do have children in school who suffer from severe allergies. For this reason we ask all children not to bring any nut products in lunch boxes or as birthday treats. Please do not include sweets, fizzy drinks or too many sugary snacks.

Water Bottles

Please send a clearly named water bottle into school each day. The children will have the opportunity to refill the bottle when required.

Healthy Snacks

We actively encourage your child to eat healthily at school. Children are provided with free fruit at break and children under 5 years will be provided with free milk. You can sign up for milk after their 5th birthday but this is at a cost of 20p per day. We ask for payment in advance for the year. If you would like your child to continue with milk from their 5th birthday, please contact the school office and we will arrange with the team and enter onto your ParentPay account.

If your child would prefer their own snack from home please put it in a labelled bag/box.

Wrap around care

Our Breakfast and After School Club provide childcare from 7.45 – 8.40 am and from 3.15 – 6.00 pm Monday to Friday, subject to availability of places. Information about wrap around care can be found on the school website.

School Uniform

School uniform is available from [Cross Embroidery](#). All children are expected to wear the school uniform and we ask for your co-operation in this matter. Children are expected to wear their uniform when representing the school at outside functions. The uniform will consist of:

- a) White shirt
- b) Tie
- c) Grey skirt/pinafore/trousers only
- d) School sweater or cardigan
- e) Shoes not trainers

For the summer, girls can wear a yellow and white gingham dress. The school tie, sweatshirt and polo shirt can be purchased from Cross Embroidery. They also sell a navy blue outdoor fleece. Parents are asked to name children's clothing wherever possible.

P.E. Kit

Shorts
T-shirt (Child's house colour)
trainers
Jogging trousers

The house colours are

Sycamore	(Blue)
Walnuts	(Yellow)
Horse Chestnuts	(Red)
Lime	(Green)

Outdoor

Wellies
Waterproofs
Spare clothing to be kept in PE bag e.g. Spare socks and underwear.

We provide protective clothing for our children when they play with messy activities. We encourage them to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please make sure that they reflect the weather conditions. Our children spend a great deal of time outdoors so the appropriate clothing is essential.

www.crossembroidery.com

It is very important to ensure all clothing is well labelled at all times - especially new clothing or where the names are wearing off older items.

Lost Property

The lost property box can be found in the school office and is usually full to the brim with unnamed items of clothing, many of which are never claimed. Please do ensure that all items of clothing, including shoes, are clearly and indelibly marked with your child's name.

Communication

Curriculum

Teachers produce a Curriculum Letter at the start of each term, which outlines the work the class will be undertaking over the coming term, weekly routines and administrative information.

GrangeMail

You will receive the school Newsletters regularly during the school year. They will keep you up to date with events in school. Newsletters and most other school correspondence are sent by Parenthub and put onto the school website.

Progress Reports and Feedback

We hold Parent Consultation Meetings in the Autumn and Spring Terms when parents have the opportunity to talk about their child's progress with their Class Teacher. Reports are sent out towards the end of the Summer term. However, you are welcome to speak to your child's teacher at any time and should speak to them to find a mutually convenient time to meet.

Letters Home

We use an messaging App called Parenthub for communicating with parents. This allows us to send you school letters, newsletters and other communications by the App thus saving paper and ensuring that letters are more likely to reach you rather than languishing in your child's book bag. We will send you details on how to download the app nearer the time.

Paying for School Trips and other items

We ask for all payments for milk school trips, wrap around care and other items to be made online by ParentPay, which you can find out more about on the school website. We will send you a letter with your unique log in details nearer the time.



Policies

Copies of our policies and procedures are available for you to see on the school website

www.grange.oxon.sch.uk/policies

The policies help us to make sure that our Unit is a high quality one and that being part of it, is an enjoyable and beneficial experience for each child and her/his parents.

Emergency Lock Down Procedure

Last year, we reviewed our emergency lock down procedures under guidance from NACTSO (National Counter Terrorism Security Office). Lock down procedures are important and would be used in response to an internal or external incident which could be a threat to the safety of staff and children in the school.

Lock down procedures may be activated in response to any number of situations, these may be:

- A reported incident, disturbance in the local community
- An intruder on the site
- A warning being received regarding a local risk of air pollution (smoke plume , (gas cloud etc.)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog

Please see the school website for full policy

<https://www.grange.oxon.sch.uk/policies>

Safeguarding and the Welfare of our Children

Safeguarding and the welfare of our children issues and complaints are taken very seriously. The partnership between parents/carers, the Partnership Foundation Stage Unit and the Local Authority is an important part of protecting your child and promoting her/his welfare. We have a duty to inform the Local Authority of any significant concerns regarding children in our care. All staff have had child protection training and are checked by the CRB. Our school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. More information is available in the school's Safeguarding and the Welfare of Children Policy and Pre-School's Safeguarding Policy.

Information sharing (GDPR)

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

Special Educational Needs

We operate an Every Child Matters policy and provide educational opportunities designed for each individual to progress to their full potential.

The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2014).

The term 'special educational needs' encompasses physical, learning and behavioural needs which the child may have, and for which additional consideration and provision may need to be made. These needs are assessed initially by the staff/key worker, usually in consultation with parents, and provision may include support and/or advice outside the PFSU. Should further assessment be needed, parents will be consulted and kept informed of the steps being taken to support their child.

Equal Opportunities

The Foundation Stage will provide learning opportunities which are appropriate to children from a variety of cultural and religious backgrounds. Our aim is to build an environment which reflects the multicultural aspects of our society, ensuring that activities and situations present the children with positive images of themselves, their communities and their cultures. Children are encouraged to build self-esteem and to value each other. Boys and girls have equal access to learning opportunities and children are respected equally as individuals regardless of race, culture, religion, language, gender or ability.



Behaviour for Learning

We are an inclusive school in which the learning, teaching, achievements, attitudes and wellbeing of every young person matters. As a caring community our values are built on mutual trust and respect for all. Therefore, the school's [Promoting Positive Behaviour policy](#) promotes an ethos where everyone feels happy, safe and secure.

At The Grange School we expect our children

- To experience success in school
- To have their efforts valued
- To be confident, independent and responsible
- To feel valued, respected and safe
- To take responsibility for their own behaviour
- To show co-operation, tolerance and support when working with others
- To be caring, sensitive and empathetic
- To respect themselves, others and their surroundings
- To develop pride in themselves, their achievements and their school
- To be good ambassadors for the school
- To be happy

The children will also devise their own rules for their class. These additional rules reflect the dynamics or specific issues that a particular class may wish to work on. Class rules could be changed each term if appropriate.

There is a whole school approach for rewarding good behaviour. Praise for children following the school and class rules is freely given. All adults are required to watch for, and to praise, regular, thoughtful and responsible behaviour. In addition, children who do not find it easy to follow school rules are praised when they do behave, in a positive manner.

Choices and Consequences

To ensure a safe and positive learning environment, a clear system of consequences is in place if children are making the wrong choice and not managing their behaviour.

- A child is reminded of the school rules and asked to make the right **choice**.
- If the child cannot make the right choice, they take **time out** in a designated place
- If the child is still not able to manage their behaviour, they are sent to a senior member of staff/Head teacher, for repair time.
- If a child continues to disrupt the learning, the Head teacher may internally exclude the child from the classroom and will inform parents of the decision
Class teachers or teaching assistants will remove children straight away to repair time for major offences, such as hurting others, swearing, destroying property etc.

We believe that school uniform helps us to create a sense of belonging and a calm working atmosphere. It promotes an image that shows our school community off to advantage when assembled together or when away from school on educational visits.

Aims and Objectives for the Foundation Stage

- Provide high quality care and education for children aged 4-5 years;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and wellbeing of the local community; and offer children and their parents a service that promotes equality and values diversity.

We aim to ensure that each child

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;

The EYFS framework

The Early Years Foundation Stage (EYFS) is the framework that all OFSTED registered early years settings and schools now work to.

It maps child development and sets standards of care and the play and learning experiences that children and their families can expect from all settings. It covers children from birth to the end of the academic year in which they have their 5th birthday.

It is a play-based principled approach to childhood experiences and learning. The introduction to the framework states that:

‘A safe, secure and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up’

Characteristics of Effective Learning

The revised EYFS is organised into four overarching principles which should shape practice in all early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

Areas of Learning and Development

There are **seven areas of learning and development** that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

The Prime Areas of Development and Learning comprise:

- **Personal, social and emotional development;**
- **Physical development**
- **Communication, language and literacy development**

We also support children in four specific areas, through which the three prime areas are strengthened and applied.

The Specific Areas of Development and Learning comprise:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive Arts and Design**



Reading

Children are encouraged to read as frequently as possible with parents/carers and will be expected to take a recommended book home. In school, your child will read with adults on a 1:1 and small group basis. Children in Foundation stage have a reading diary that records what they have read at home or at school. It also acts as a means of communication between school and home. The reading book and reading diary should be kept safely in your child's 'Book Bag' and brought to school **every day**.

Initially, reading in reception is taught using a phonics programme called '**Read, Write Inc' (RWI)**. This is a synthetic phonics programme which follows the guidance of 'Letters and Sounds'.

The children will read the Read, Write Inc books before moving onto our school reading scheme. The programme is introduced in FI and consolidated throughout Key Stage 1.

Phonics

Phonics is taught daily for 20 minutes using the **Read Write Inc (RWI)** phonics program. Letter sounds are introduced on a weekly basis and the children will learn them in a systematic way, moving through 44 sounds during the year. Reading and Phonics often causes anxiety in parents and carers. Very early on in the academic year, we will run information/training sessions so that you will be able to support your child/ren effectively at home.

Maths Makes Sense

Maths is taught daily using the Maths Makes Sense program. Very early on in the academic year, we will run information/training sessions so that you will be able to support your child/ren effectively at home.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement.

Your child's record of achievement helps us to celebrate her/his achievements with you and to work together to provide what your child needs for her/his well-being and to make progress. In addition to informal sharing of achievements and working together, parent consultations are held **three** times during the year. The use of Learning Journeys communicates your children's progress within the Prime Areas of Learning - RWI, writing and maths books observe the specific areas of learning. Your child's teacher will keep this record.

WOW!

The Foundation Stage Classroom has a WOW board. This board is for you and your child. Please take a stay and write about any triumphs your child has achieved outside the school environment and pin it on the WOW! board. It could be anything from laying the table, making the bed, being kind to amazing reading and writing at home. Our WOW Board is used on a weekly basis to celebrate your child's successes and achievements at home. We celebrate the WOWs on a Friday.

Working together for your children

In our Unit, we exceed the ratio of adults to children in the setting that is set through the Welfare Requirements. We also on occasions have volunteers or students which complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

Key persons and your child

It is a legal requirement that every setting implement a key person system so that every child and family has a 'special' relationship with one member of staff. There is a new emphasis on the key person's role in working with parents in order to support learning and development in the home and ensure that every child's learning and care is tailored to meet their individual needs. The key person role is vitally important for all children in the EYFS because it is within positive relationships and interactions that we all learn to be confident, self-assured, happy people who can understand others, make friends and open our minds and bodies to exploring and learning about the world.

Your child's class teacher will be your child's Key Person.

Timetable and routines

The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided indoors.

During the day, your child will have access to water and sand play, painting and other "messy" activities. We firmly believe that this explorative play encourages your child's development. They will take visits outside of school and also have the opportunity to meet with children and staff from other classes throughout the school.

How parents take part in The Foundation Stage

We recognise parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the Parents, Teachers, Friends Association, parents automatically become involved in our school;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the school takes part; and
- building friendships with other parents in the setting;
- becoming a volunteer once DBS checked.



Important things to practice during the Summer

- Can your child use the toilet independently and wash their hands?
- Can your child write their name?
- Can your child put their coat on by themselves and button/zip it up?
- Can your child tie their own laces?
- Can your child put their coat / waterproof on independently?
- Can your child put their own shoes on?
- Can your child change into their PE kit / Uniform?
- Can your child use a knife and fork?
- Can your child help tidy up after themselves?

This information has been produced to give guidance for families new to the Foundation Stage. It is not meant to be an exhaustive reference, but an outline to help you. There is always someone to ask if you are unsure of anything; your child's class teacher; the Foundation Stage Leader; Deputy Head Teacher; Head Teacher and the School Office.

We look forward to seeing you in September!